

**Texas Education Agency
Standard Application System (SAS)**

2014-2016 Technology Lending Program Grant

| | | |
|-------------------------------|--|--|
| Program authority: | General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; TEC, Chapter 31, Section 31.021(f) and Chapter 32 | FOR TEA USE ONLY <small>Write NOGA ID here.</small> |
| Grant period: | October 1, 2014, to August 31, 2016 | |
| Application deadline: | 5:00 p.m. Central Time, May 13, 2014 | <small>Place date stamp here</small> |
| Submittal information: | Four complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494 </div> | RECEIVED TEXAS EDUCATION AGENCY 2014 MAY 13 PM 1:36 DOCUMENT CONTROL CENTER DISCRETIONARY GRANTS |
| Contact information: | Kathy Ferguson: techlending@tea.state.tx.us; (512) 463-9400 | |

Schedule #1—General Information

Part 1: Applicant Information

| | | | |
|--|---|--------------------------------|---|
| Organization name Carrizo Springs CISD | County-District # 064-903 | Campus name/# 103 | Amendment # |
| Vendor ID # | ESC Region # | US Congressional District # | DUNS # |
| Mailing address 300 N Seventh Street | | City Carrizo Springs | State ZIP Code TX 78834-3102 |
| Primary Contact | | | |
| First name Michele | M.I. | Last name Howard | Title Principal |
| Telephone # 830-876-3503 | Email address mhoward@cscisd.net | | FAX # 830-876-9700 |
| Secondary Contact | | | |
| First name Jesse | M.I. | Last name Salazar | Title Ex. Director for Student Svcs |
| Telephone # 830-876-3503 | Email address jsalazar@cscisd.net | | FAX # 830-876-9700 |

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

| | | | |
|--------------------------------|------|---|-------------------------|
| First name Nobert | M.I. | Last name Rodriguez | Title Superintendent |
| Telephone # 830-876-2473 | | Email address <u>drnrodriguez@cscisd.net</u> | FAX # 830-876-9700 |
| Signature (blue ink preferred) | | Date signed | |

 5/12/14

Only the legally responsible party may sign this application.

701-14-107-231

Schedule #1—General Information (cont.)County-district number or vendor ID: **064-903**

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

| Schedule # | Schedule Name | Application Type | |
|------------|---|------------------|-------------------------------------|
| | | New | Amended |
| 1 | General Information | X | <input checked="" type="checkbox"/> |
| 2 | Required Attachments and Provisions and Assurances | X | N/A |
| 4 | Request for Amendment | N/A | <input checked="" type="checkbox"/> |
| 5 | Program Executive Summary | X | <input type="checkbox"/> |
| 6 | Program Budget Summary | X | <input type="checkbox"/> |
| 8 | Professional and Contracted Services (6200) | X | <input type="checkbox"/> |
| 9 | Supplies and Materials (6300) | X | <input type="checkbox"/> |
| 10 | Other Operating Costs (6400) | N/A | <input type="checkbox"/> |
| 11 | Capital Outlay (6600/15XX) | N/A | <input type="checkbox"/> |
| 12 | Demographics and Participants to Be Served with Grant Funds | X | <input type="checkbox"/> |
| 13 | Needs Assessment | X | <input type="checkbox"/> |
| 14 | Management Plan | X | <input type="checkbox"/> |
| 15 | Project Evaluation | X | <input type="checkbox"/> |
| 16 | Responses to Statutory Requirements | X | <input type="checkbox"/> |
| 17 | Responses to TEA Requirements | X | <input type="checkbox"/> |

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and AssurancesCounty-district number or vendor ID: **064-903**

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

| # | Applicant Type | Name of Required Fiscal-Related Attachment |
|---|---|--|
| No fiscal-related attachments are required for this grant. | | |
| # | Name of Required Program-Related Attachment | Description of Required Program-Related Attachment |
| No program-related attachments are required for this grant. | | |

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

| X | Acceptance and Compliance |
|---|---|
| X | I certify my acceptance of and compliance with the General and Fiscal Guidelines. |
| X | I certify my acceptance of and compliance with the program guidelines for this grant. |
| X | I certify my acceptance of and compliance with all General Provisions and Assurances requirements. |
| X | I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements. |

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Schedule #2—Required Attachments and Provisions and AssurancesCounty-district number or vendor ID: **064-903**

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances**X** I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

| # | Provision/Assurance |
|-----|---|
| 1. | The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy. |
| 2. | The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public. |
| 3. | The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device. |
| 4. | The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home. |
| 5. | The applicant understands that equipment purchased with Technology Lending Program Grant funds is the property of the district or charter school. |
| 6. | The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es). |
| 7. | The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation. |
| 8. | The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment. |
| 9. | The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills. |
| 10. | The applicant assures that it has an approved 2013-2014 district technology plan on file with TEA. The applicant understands that if an approved 2013-2014 district technology plan is not on file with TEA at the time the applications is submitted to TEA on the application due date, the application is not eligible to be funded. |
| 11. | The applicants assures that it is at Developing or higher Level of Progress in Teaching and Learning and in Educator Preparation in their Texas Campus School Technology and Readiness (STaR Chart) report for the 2012-2013 school year. |
| 11. | The applicant assures that technology lending and use of electronic instructional materials are incorporated into school district or open-enrollment charter school's technology plan. |
| 12. | The applicant assures that appropriate professional development has already been provided for teachers in the use of digital content or that appropriate professional development will be provided within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation. |
| 13. | The applicant assures that a minimum of 50% of the funds awarded will be spent within the first four months of the grant period (i.e., October 1, 2014-February 1, 2015), and that 100% of the funds will be expended no later than the end of the 1 st year of the grant period (i.e. August 31, 2015) to ensure full program implementation through August 31, 2016. |
| 14. | The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data. |

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #4—Request for AmendmentCounty-district number or vendor ID: **064-903**

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration Grant Management Resources page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

| | | | A | B | C | D |
|----|-------------------------------------|--------------------------|---|-------------------|-----------------|--------------------|
| # | Schedule # | Class/ Object Code | Grand Total from Previously Approved Budget | Amount Deleted | Amount Added | New Grand Total |
| 2. | Schedule #8: Contracted Services | 6200 | Not Applicable | \$ | \$ | \$ |
| 3. | Schedule #9: Supplies and Materials | 6300 | \$ | \$ | \$ | \$ |
| 4. | Schedule #10: Other Operating Costs | 6400 | \$ | \$ | \$ | \$ |
| 5. | Schedule #11: Capital Outlay | 6600/ 15XX | \$ | \$ | \$ | \$ |
| 6. | Total direct costs: | | \$ | \$ | \$ | \$ |
| 7. | Indirect cost (%): | | \$ | \$ | \$ | \$ |
| 8. | Total costs: | | \$ | \$ | \$ | \$ |

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Schedule #4—Request for Amendment (cont.)County-district number or vendor ID: **064-903**

Amendment # (for amendments only):

Part 4: Amendment Justification

| Line # | # of Schedule Being Amended | Description of Change | Reason for Change |
|--------|-----------------------------|-----------------------|-------------------|
| 1. | | Not Applicable | |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |
| 6. | | | |
| 7. | | | |

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Schedule #5—Program Executive SummaryCounty-district number or vendor ID: **064-903**

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Project Design -The Carrizo Springs CISD (CSCISD) Technology Lending Program Grant (TLPG) will focus on **all of our 4th – 6th grade students** (approximately **523 students**) at Carrizo Spring Intermediate School. Carrizo Springs CISD consists of **six (6) campuses** – 1 high school, 1 junior high school, 1 intermediate school and 3 elementary campuses with **2,439 students** and **1,824 of these students or 74.8%** are classified as “**economically disadvantaged**” and **1,477 or 60.6%** are classified as “**at-risk**”. We feel that the design of our proposed project includes processes and activities that are of sufficient quality and scope to ensure **equitable access and participation** among all eligible participants while maximizing the utilization of equipment and resources.

Due to the district's decision to move our 6th grade students from the junior high school to the intermediate school we will focus our TLPG grant on our intermediate campus – **Carrizo Springs Intermediate School**, grades 4 – 6 and all content areas.

Campus/Grade Level Most In Need — Carrizo Springs Intermediate School - Grades 4th – 6th - 523 students.

District administration will focus our TLPG program on our 4th – 6th grade students in all four core content areas.

The following chart is a representation the **district's STAAR scores** for grades 4– 6 Reading and Math:

| Grade Level | State Average | District Average | African American | Hispanic | White | Sp Ed | Eco Dis | ELL |
|-------------------------|---------------|------------------|------------------|----------|-------|-------|---------|-----|
| 4 th Reading | 72% | 63% | - | 63% | 62% | - | 59% | 41% |
| 4 th Math | 69% | 54% | - | 55% | 46% | 38% | 53% | 29% |
| 5 th Reading | 77% | 55% | - | 54% | 75% | 17% | 51% | 44% |
| 5 th Math | 74% | 62% | - | 62% | 58% | 25% | 59% | 22% |
| 6 th Reading | 72% | 54% | - | 53% | 88% | 50% | 56% | - |
| 6 th Math | 74% | 60% | - | 58% | 88% | - | 54% | - |

Using TLPG grant funds, the district will provide access to tablet computer for students in grades 4th – 6th grades to implement a technology lending program to loan students the equipment necessary to access and use electronic instructional materials. This will allow students to have access to relevant technologies, tools, resources, and services for personalized learning 24 hours a day, 7 days a week (24/7).

The program will also provide new teaching and learning practices in the classroom that extend to home and encourage teachers to incorporate innovative models to meet the needs of students and prepare students for college and careers. Technology enables learning opportunities and student productivity that extends beyond the walls of the classroom, and this transformation requires appropriate technology, electronic instructional materials and resources, and connectivity to access these resources.

If funded, CSCISD will be able develop the following practices and policies:

- Curriculum redesign to incorporate new technology and electronic instructional materials;
- Classroom instructional strategies that include student devices for learning at school and at home;
- Policies to address the use of technology to support school and home use;

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Schedule #5—Program Executive Summary (cont.)County-district number or vendor ID: **064-903**

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

- Electronic instructional materials in lieu of traditional print instructional materials;
- Professional development goals and activities that incorporate the use of technology for instruction and learning opportunities; and
- Programs to check-out and use technology and to provide Internet access.

The district can also move forward with the implementation of electronic instructional materials for all content areas while ensuring access for students through loaned equipment for learning at school and at home.

The district has a limited technology lending program. Currently our Migrant Program, Bilingual and Special Education Department currently lend laptops, iPads, and other tablets to identified students. The initiative allows students to check out the technology for the school year. (Grant-Specific Criteria - One or more participating campuses has an established technology lending program. (4 points). The district's proposed program will be coordinated with similar or related efforts using existing resources and facilities and with other appropriate community, state, and federal resources to maximize the effectiveness of grant funds. (3 points)

The district does not have sufficient funds to implement a lending program without TLPG grant funds. Funds provided under the Instructional Materials Allotment (IMA) or other funding sources are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.

Currently the district uses electronic instructional materials in one or more foundation curriculum areas for one or more grade levels. Our 4th and 5th grade Science classes use *STEMscopes™* curriculum as a major resource. The description below is copied from the resource: <http://stemscopes.com>. *STEMscopes™* is a K-12 comprehensive online science curriculum program that provides hands-on inquiry activities, assessments, problem-based-learning, intervention tools, acceleration materials, and teacher support resources. Our program is 100% aligned to the Texas Essential Knowledge and Skills (TEKS) and meets the rigor and depth of both the State of Texas Assessment of Academic Readiness (STAAR™) and high school End-of-Course (EOC) assessments. New math and science textbooks are being ordered as an online resource, instead of traditional printed books. The district subscribes to "Think through Math" and "I-station" as math and reading resources for individual instructional practice, and to provide Tier 1, 2, and 3 interventions / instruction. (Grant-Specific Criteria - One or more participating campuses is using electronic instructional materials in more than one foundation curriculum subject area. (2 points)

CSCISD staff has been trained on all locally adopted technology as it relates to their teaching assignment when the technology is implemented. Ongoing training continues as hardware/software evolves or is revised. The district utilizes Region Education Service Center and the Texas Computer Education Association for training. The district also employs a full-time Technology Director who provides ongoing technology training to staff at point of need.

Carrizo Springs CISD will be requesting \$97,400 to serve 523 students which is about \$186 per student over a 2 year time period. The costs reflected in the district's budget are appropriate for the results expected. (7 points). Due to the grant requirements, the district will only be requesting Internet capable iPads, insurance, etc., in our budget. All district expenditures and activities are supplemental to and do not supplant or duplicate services currently provided. (3 points)

The district's long-range technology plan is for each CSCISD campus to reach the "**Target Tech**" stage. The first step needed to obtain the "Target Tech" state is - Students per computer ratio: One student per computer. This grant program funding will facilitate the accomplishment of CSCISD's objectives in our District Technology Plan.

The objectives, strategies, activities, and desired results of our TLGP program are clearly specified and are measurable. (4 points)

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By TEA staff person:

Schedule #6—Program Budget SummaryCounty-district number or vendor ID: **064-903**

Amendment # (for amendments only):

Program authority: General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; Texas Education Code, Chapter 31, Section 31.021(f) and Chapter 32

Grant period: October 1, 2014, to August 31, 2016

Fund code: 410

Budget Summary

| Schedule # | Title | Class/ Object Code | Program Cost | Admin Cost | Total Budgeted Cost | |
|---|---|--------------------------|-----------------|---------------|---------------------------|--|
| Schedule #8 | Professional and Contracted Services (6200) | 6200 | \$36,600 | - | \$36,600 | |
| Schedule #9 | Supplies and Materials (6300) | 6300 | \$60,800 | - | \$60,800 | |
| Schedule #10 | Other Operating Costs (6400) | 6400 | - | - | - | |
| Schedule #11 | Capital Outlay (6600/15XX) | 6600/ 15XX | - | - | - | |
| Total direct costs: | | | \$97,400 | - | \$97,400 | |
| Percentage% <u>indirect costs</u> (see note): | | | N/A | - | - | |
| Grand total of budgeted costs (add all entries in each column): | | | \$97,400 | - | \$97,400 | |

Administrative Cost Calculation

| | |
|--|-------|
| Enter the total grant amount requested: | \$ |
| Percentage limit on administrative costs established for the program (15%): | × .15 |
| Multiply and round down to the nearest whole dollar. Enter the result. | \$ |
| This is the maximum amount allowable for administrative costs, including indirect costs: | |

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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| | |
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Schedule #8—Professional and Contracted Services (6200)County-district number or vendor ID: **064-903**

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

| Expense Item Description | | Grant Amount Budgeted |
|---|--|-----------------------|
| 6269 | Rental or lease of buildings, space in buildings, or land Specify purpose: | \$ |
| 6299 | Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose: | \$ |
| 62XX | ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply: <input type="checkbox"/> Salaries/benefits <input type="checkbox"/> Other: <input type="checkbox"/> Networking (LAN) <input type="checkbox"/> Other: <input type="checkbox"/> Computer/office equipment lease <input type="checkbox"/> Other: <input type="checkbox"/> Building use <input type="checkbox"/> Other: <input type="checkbox"/> Copier/duplication services <input type="checkbox"/> Other: <input type="checkbox"/> Telephone <input type="checkbox"/> Other: <input type="checkbox"/> Administrative <input type="checkbox"/> Other: | \$ |
| a. Subtotal of professional and contracted services (6200) costs requiring specific approval: | | \$ |

Professional Services, Contracted Services, or Subgrants Less Than \$10,000

| # | Description of Service and Purpose | Check If Subgrant | Grant Amount Budgeted |
|---|------------------------------------|--------------------------|-----------------------|
| 1 | | <input type="checkbox"/> | |
| 2 | | <input type="checkbox"/> | \$ |
| 3 | | <input type="checkbox"/> | \$ |
| 4 | | <input type="checkbox"/> | \$ |
| 5 | | <input type="checkbox"/> | \$ |
| 6 | | <input type="checkbox"/> | \$ |
| 7 | | <input type="checkbox"/> | \$ |
| 8 | | <input type="checkbox"/> | \$ |
| 9 | | <input type="checkbox"/> | \$ |
| 10 | | <input type="checkbox"/> | \$ |
| b. Subtotal of professional services, contracted services, or subgrants less than \$10,000: | | | \$ |

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000

| | | |
|--|--|--|
| Specify topic/purpose/service: Internet Service | | <input type="checkbox"/> Yes, this is a subgrant |
| Describe topic/purpose/service: \$35 per month/\$820 for 2 years for 20 devices | | |
| Contractor's Cost Breakdown of Service to Be Provided | | Grant Amount Budgeted |
| 1 | Contractor's payroll costs # of positions: | \$16,800 |
| | Contractor's subgrants, subcontracts, subcontracted services | \$ |
| | Contractor's supplies and materials | \$ |
| | Contractor's other operating costs | \$ |
| | Contractor's capital outlay (allowable for subgrants only) | \$ |
| Total budget: | | \$16,800 |

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Schedule #8—Professional and Contracted Services (6200)County-District Number or Vendor ID: **064-903**

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)Specify topic/purpose/service: **Insurance for 200 iPad Mini's**☐ Yes, this is a subgrantDescribe topic/purpose/service: **Insurance – 3 yrs @ \$99 each**

| Contractor's Cost Breakdown of Service to Be Provided | | Grant Amount Budgeted |
|---|--|-----------------------|
| 2 | Contractor's payroll costs # of positions: | \$19,800 |
| | Contractor's subgrants, subcontracts, subcontracted services | \$ |
| | Contractor's supplies and materials | \$ |
| | Contractor's other operating costs | \$ |
| | Contractor's capital outlay (allowable for subgrants only) | \$ |
| | Total budget: | \$19,800 |

| Contractor's Cost Breakdown of Service to Be Provided | | Grant Amount Budgeted |
|---|--|-----------------------|
| 3 | Contractor's payroll costs # of positions: | \$ |
| | Contractor's subgrants, subcontracts, subcontracted services | \$ |
| | Contractor's supplies and materials | \$ |
| | Contractor's other operating costs | \$ |
| | Contractor's capital outlay (allowable for subgrants only) | \$ |
| | Total budget: | \$ |

| Contractor's Cost Breakdown of Service to Be Provided | | Grant Amount Budgeted |
|---|--|-----------------------|
| 4 | Contractor's payroll costs # of positions: | \$ |
| | Contractor's subgrants, subcontracts, subcontracted services | \$ |
| | Contractor's supplies and materials | \$ |
| | Contractor's other operating costs | \$ |
| | Contractor's capital outlay (allowable for subgrants only) | \$ |
| | Total budget: | \$ |

| Contractor's Cost Breakdown of Service to Be Provided | | Grant Amount Budgeted |
|---|--|-----------------------|
| 5 | Contractor's payroll costs # of positions: | \$ |
| | Contractor's subgrants, subcontracts, subcontracted services | \$ |
| | Contractor's supplies and materials | \$ |
| | Contractor's other operating costs | \$ |
| | Contractor's capital outlay (allowable for subgrants only) | \$ |
| | Total budget: | \$ |

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Schedule #8—Professional and Contracted Services (6200)County-District Number or Vendor ID: **064-903**

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

| | | | |
|---|--|-----------------|--|
| 6 | Specify topic/purpose/service: | | <input type="checkbox"/> Yes, this is a subgrant |
| | Describe topic/purpose/service: | | |
| | Contractor's Cost Breakdown of Service to Be Provided | | Grant Amount Budgeted |
| | Contractor's payroll costs | # of positions: | \$ |
| | Contractor's subgrants, subcontracts, subcontracted services | | \$ |
| | Contractor's supplies and materials | | \$ |
| | Contractor's other operating costs | | \$ |
| | Contractor's capital outlay (allowable for subgrants only) | | \$ |
| Total budget: | | \$ | |
| 7 | Specify topic/purpose/service: | | <input type="checkbox"/> Yes, this is a subgrant |
| | Describe topic/purpose/service: | | |
| | Contractor's Cost Breakdown of Service to Be Provided | | Grant Amount Budgeted |
| | Contractor's payroll costs | # of positions: | \$ |
| | Contractor's subgrants, subcontracts, subcontracted services | | \$ |
| | Contractor's supplies and materials | | \$ |
| | Contractor's other operating costs | | \$ |
| | Contractor's capital outlay (allowable for subgrants only) | | \$ |
| Total budget: | | \$ | |
| 8 | Specify topic/purpose/service: | | <input type="checkbox"/> Yes, this is a subgrant |
| | Describe topic/purpose/service: | | |
| | Contractor's Cost Breakdown of Service to Be Provided | | Grant Amount Budgeted |
| | Contractor's payroll costs | # of positions: | \$ |
| | Contractor's subgrants, subcontracts, subcontracted services | | \$ |
| | Contractor's supplies and materials | | \$ |
| | Contractor's other operating costs | | \$ |
| | Contractor's capital outlay (allowable for subgrants only) | | \$ |
| Total budget: | | \$ | |
| c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000: | | \$36,600 | |
| a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval: | | - | |
| b. Subtotal of professional services, contracted services, or subgrants less than \$10,000: | | - | |
| c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000: | | \$36,600 | |
| d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval: | | - | |
| (Sum of lines a, b, c, and d) Grand total | | \$36,600 | |

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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| Schedule #9—Supplies and Materials (6300) | | | | | | | |
|--|---|---------------------|------------------------------------|---|------------------|------------------------------|--|
| County-District Number or Vendor ID: 064-903 | | | | Amendment number (for amendments only): | | | |
| Expense Item Description | | | | | | | |
| 63XX | ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply: | | | | | Grant Amount Budgeted | |
| | <input type="checkbox"/> | Print shop fees | <input type="checkbox"/> | Technology-related supplies | | \$ | |
| | <input type="checkbox"/> | Postage | <input type="checkbox"/> | Other: | | | |
| | <input type="checkbox"/> | Copy paper | <input type="checkbox"/> | Other: | | | |
| 6399 | Technology Hardware—Not Capitalized | | | | | | |
| | # | Type | Purpose | Quantity | Unit Cost | Grant Amount Budgeted | |
| | 1 | iPad Mini's | Support Technology Lending Program | 200 | \$299 | \$60,800 | |
| | 2 | Hotspots – Home use | Support Technology Lending Program | 20 | \$1,000 | | |
| | 3 | | | | | | |
| | 4 | | | | | | |
| | 5 | | | | | | |
| 6399 | Technology software—Not capitalized | | | | | - | |
| 6399 | Supplies and materials associated with advisory council or committee | | | | | - | |
| Subtotal supplies and materials requiring specific approval: | | | | | | - | |
| Remaining 6300—Supplies and materials that do not require specific approval: | | | | | | - | |
| Grand total: | | | | | | \$60,800 | |

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant FundsCounty-district number or vendor ID: **064-903**

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

| Total enrollment: | | | 2,439 | |
|----------------------------------|--------|------------|---|------------|
| Category | Number | Percentage | Category | Percentage |
| African American | 16 | .7% | Attendance rate | 94.2% |
| Hispanic | 2,228 | 91.3% | Annual dropout rate (Gr 9-12) | 2.8% |
| White | 172 | 7.1% | TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator) | N/A |
| Asian | 13 | .5% | TAKS commended 2011 performance, all tests (sum of all grades tested) | N/A |
| Economically disadvantaged | 1,824 | 74.8% | Students taking the ACT and/or SAT | N/A |
| Limited English proficient (LEP) | 169 | 6.9% | Average SAT score (number value, not a percentage) | 1265 |
| Disciplinary placements | 15 | 3% | Average ACT score (number value, not a percentage) | 18.1 |

Comments

Part 2: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

| School Type | PK (3-4) | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|--------------------------------|-------------|---|---|---|---|-----|-----|-----|---|---|---|----|----|----|-------|
| Public | | | | | | 172 | 168 | 183 | | | | | | | 523 |
| Open-enrollment charter school | | | | | | | | | | | | | | | |
| Public institution | | | | | | | | | | | | | | | |
| Private nonprofit | | | | | | | | | | | | | | | |
| Private for-profit | | | | | | | | | | | | | | | |
| TOTAL: | | | | | | 172 | 168 | 183 | | | | | | | 523 |

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Schedule #13—Needs AssessmentCounty-district number or vendor ID: **064-903**

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Needs Assessment

The district utilized local discretion in planning and designing the Carrizo Springs CISD **Technology Lending Program Grant (TLPG)** grant program to support the unique needs of our students and to carry out the legislative intent supported by the Texas Education Code (TEC), Subchapter E, Technology Lending Program Grants, Sections 32.201-.205.

Assessment Process:

District needs are assessed annually through the district needs assessment process. Stakeholders review multiple sources of data in the areas of demographics; student achievement; school climate and culture; staff quality, recruitment and retention; curriculum, instruction and assessment; family and community involvement; school organization; and technology. Other areas assessed are programs and subject areas, such as bilingual, RTI, Special Needs, Math, Reading, etc. A flowchart is used to guide the stakeholders through a series of questions in order to establish strengths and weaknesses. Stakeholders use the list of weaknesses and concerns to establish the priority needs, including students and/or groups of students who are in greatest need. The priority needs are listed and used to develop statements of action to be used to set goals and development the campus improvement plan.

A comprehensive needs assessment utilizing surveys, site-based committee recommendations, workshop evaluations, student performance records, documented staff technology proficiency levels, hardware and software inventories, work order requests, and the Texas Teacher and Campus STaR Chart data was conducted to analyze the current status of technology in the district and determine future needs. Items analyzed included: infrastructure, hardware, software, telecommunications, administrative and business applications, course offerings, student achievement, technology resources, staff development, and technical support. The level of involvement and commitment to our program of all participants, including management, staff, collaborators and partners, is sufficient to ensure the successful implementation of the program goals, objectives, and activities. (4 points)

The following are CSCISD's technology needs according to our District Technology Plan:

Technology Needs:**Instructional Needs:**

- Increased focus on technology integration in all content areas
- Professional development opportunities for all employees
- Standardized TEKS-based software and electronic resources
- Increased distance learning opportunities
- Increased community access to district technology resources
- Provide a device so that students can access content materials online 24/7

Technical/Hardware Needs:

- Replacement of obsolete equipment and resources
- Continue to protect the district's computers and files with virus protection software
- Additional wireless capabilities
- Regular network upgrades to maintain speed and reliability
- Ability to provide home Internet access
- Ability to provide students with devices including Internet to take home

The district feels that the details of the needs assessment methodology are provided, and the magnitude or severity of the problem to be addressed by the proposed program is significant. (10 points)

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Schedule #13—Needs Assessment (cont.)County-district number or vendor ID: **064-903**

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| # | Identified Need | How Implemented Grant Program Would Address |
|----|---|---|
| 1. | Improve academic achievement in all content areas. | Through funding from the TLPG, the district will be able to provide students devices with Internet access to use 24/7 including from home in order to utilize electronic instructional materials in lieu of traditional print instructional materials as well as new, up-to-date resources online. Provide devices to students especially economically disadvantaged and special education students. |
| 2. | Provide students with Internet capable devices through a Lending Program to take home or use at school in order to access online instructional materials. | Through funding from the TLPG, the district will be able to provide students devices with Internet access to use 24/7 including from home in order to utilize electronic instructional materials in lieu of traditional print instructional materials as well as new, up-to-date resources online. Provide devices to students especially economically disadvantaged and special education students. |
| 3. | Provide professional development training to staff in technology and online instructional materials. (This will be paid from local funds.) | The district will provide ongoing professional development to all staff regarding technology and new online instructional materials. Staff will also need guidance as to how to incorporate technology into curriculum especially for students participating in the lending program. |
| 4. | Redesign curriculum resources to incorporate new technology and electronic instructional materials. (This will be paid from local funds.) | As the district adopts electronic instructional materials in all content areas, there will be a need to redesign curriculum resources to incorporate technology. By providing students access to devices on a 24/7 basis, curriculum specialist will also need to include 21 st century activities for students using these devices. |
| 5. | Develop policies to address the use of technology to support school and home use. (This will be paid from local funds.) | If funded, the district will need to develop policies to address the use of technology to support school and home use of instructional materials as well as policies for the lending program. <u>As the result of a our assessment effort, specific needs have been identified and strategies to address those needs have been described. (10 points)</u> |

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Schedule #14—Management PlanCounty-district number or vendor ID: **064-903**

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| # | Title | Desired Qualifications, Experience, Certifications |
|----|--------------------------------------|---|
| 1. | Superintendent | He is responsible for providing district level support for the implementation and final accountability for program implementation. The superintendent is also responsible for the contract between the district and the service providers Dr. Nobert Rodriguez |
| 2. | Campus Principal | The campus principal and assistant principals will be providing day to day campus level support and accountability for the grant project implementation, as well as provide oversight for all other campus staff and the Project Manager. Michele Howard, Principal of Carrizo Springs Intermediate School. |
| 3. | Project Manager/ Technology Director | This position will bring a great deal of experience in educator excellence innovation programs to the district's grant program. The Project Manager will facilitate activities, provide ongoing progress monitoring, continually analyze results and facilitate program corrections as needed. Mr. Mendez, District Technology. |
| 4. | | <u>CSCISD qualifications and experience of program personnel are of sufficient quality and depth to ensure successful implementation. (5 points)</u> |

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| # | Objective | Milestone | Begin Activity | End Activity |
|----|--|--|----------------|--------------|
| 1. | Improve academic achievement in all content areas. | 1. Increase STAAR at Phase-in 1 Level II/Above for all content areas by 5% by the end of Year 1. | 10/01/2014 | 08/31/2016 |
| | | 2. Increase STAAR at Final Level II/Above for all content areas by 5% by the end of Year 2 | 10/01/2014 | 08/31/2016 |
| | | 3. Increase graduation rates, dual enrollment and RHSP/DAP graduates in Years 1 and 2. | 10/01/2014 | 08/31/2016 |
| | Provide students with Internet capable devices through a Lending Program to access online instructional materials. | 1. Provide students in grades 4 - 6 with Internet capable devices to take home or use at school through a lending program within 90 days of grant award. | 10/01/2014 | 08/31/2016 |
| | | 2. Provide training to students and parents on the lending program within 90 days of grant award. | 10/01/2014 | 08/31/2016 |
| 3. | Develop a Technology Lending Program Policy | 1. Develop a lending program policy for all students, parents, and staff to sign within 90 days of grant award. | 10/01/2014 | 08/31/2016 |
| | | 2. Provide training to parents and students on the lending program within 90 days of grant award. | 10/01/2014 | 08/31/2016 |
| 4. | Provide PD to staff. | 1. Through local funding, train all staff regarding the technology lending program within 90 days of grant award. | 10/01/2014 | 08/31/2016 |
| 5. | Develop policies to address the lending program. | 1. Using local funding, develop policies and procedures regarding the use of technology and the devices regarding the lending program within 90 days of grant award. | 10/01/2014 | 08/31/2016 |

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the NOGA

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Schedule #14—Management Plan (cont.)County-district number or vendor ID: **064-903**

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Our process for monitoring the attainment of goals and objectives: Grade levels are expected to assess student learning twice per grading period with Content Based Assessments (CBA), and twice per school year with Benchmark Assessments. Student assessments are scanned into Eduphoria AWARE program. Teachers meet weekly, each Wednesday afternoon, to review student data. The district has two forms to guide staff through the process: The CSCISD PLC Planning Agenda and District Data Review (DDR) Forms. The District Data Review (DDR) form is filled out following each CBA (Content Based Assessment) and Benchmark Assessment. Using the form, assessment results for the entire grade level, each classroom group and identified subpopulation of students is documented. The data reviews which groups or subpopulations need improvement; then a list of causal factors, plan of action and completion date are documented. Attendance concerns, discipline matters, percentage of parents contacted, curriculum (TEKS) used, and evidence of completion are discussed and documented. The DDR forms are shared with the principal and the principals share the same information with the Director of Curriculum and Superintendent at Principal's meetings at least once per grading period. The CSCISD PLC Planning Agenda guides the discussion toward review of high expectations/goals for the school, instructional strategies, testing result/data, and scope and sequence. The PLC Agenda becomes the minutes for the planning meeting and is shared with the principal. The principal shares the information with district level directors and the superintendent as needed. The Campus Advisory Team, which includes staff, teachers, parents, and community members, meets at least four times per year to review the Campus Improvement Plan. The information from the PLC agenda and DDR forms is shared as goals and objectives are reviewed. The information is also shared with the District Advisory Team as needed. Changes in data and goals are documented and shared as described above, using both the PLC agenda and DDR form. Information is also shared with the attendance committee, which meets each grading period to assess group and individual attendance. Attendance matters are shared with the parents, district truancy officer, and community judge as needed. At the classroom level: Students review their personal assessment data following each assessment through the use of a "Stop and Go Chart". The chart has a list of each question, including the TEKS for the question. Students color each "question-TEKS-space" with green for successfully answered and red for not successfully answered. The process of coloring, and the resulting chart with reds and greens, allows students to see exact areas of strength and weakness. They then develop their own plan of action toward individual improvement. Letters are sent to parents with major benchmark results and explanations, including a graph to compare data from the previous benchmark. The methods of CSCISD's evaluation provide for examining the effectiveness of program strategies. (2 points)

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district currently has consultants and experts with ESC Region 20 are being used to provide guidance in providing a successful one-to-one technology implementation. The plan developed includes training for teachers, beginning in May of this year, continuing through the summer, and then continued support (2 days per month) for the SY 2014-2015. Experts will provide a Technology-Rich Summer Camp for students, in the presence of classroom teachers who will have the benefit of observing the experts work with students in a project-based learning activity. Included in the plan is curriculum support: subject area experts to plan with teachers prior to each six weeks grading period for the SY 2014 – 2015. In order to coordinate efforts to maximize effectiveness, a calendar will be set so that project coordinators will review the data and make any needed revisions to the plan. The campus and specific grade levels we have chosen for the TLPG program will remain committed to the project's success. Our staff will continue to ensure that ALL students, including economically disadvantaged and special education, participate in the TLPG program. The management plan is designed to achieve the objectives of the proposed program on time and within budget, with appropriate timelines and milestones for accomplishing project tasks. (5 points) The District's Technology Plan Budget indicates the district technology budget for the next 3 years is about \$175,000 per year. The methods of CSCISD's evaluation include the use of objective performance measures and indicators of program accomplishment that are clearly related to the intended results of the project and will produce quantitative and qualitative data to the extent possible. (3 points)

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Schedule #15—Project EvaluationCounty-district number or vendor ID: **064-903**

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| # | Evaluation Method/Process | Associated Indicator of Accomplishment | |
|----|---|--|--|
| 1. | Grant evaluation documents: 90 Strategy Reports and Quarterly Reports | 1. | Develop 90 Strategy Plans – to plan upcoming activities. |
| | | 2. | Develop Quarterly Reports – to report activities that were completed. |
| 2. | End of course and/or End of semester tests. STAAR results. | 1. | Review, analyze and report grade test results in January 2015 to gauge if students are on track including economically disadvantaged and special education students. |
| | | 2. | Review, analyze and report STAAR results in 2015 to gauge if students are on track including economically disadvantaged and special education students. |
| 3. | Performance Measures | 1. | Number and percent of students who checked out a device as part of the technology lending program by grade level. |
| | | 2. | Number and percent of eligible economically disadvantaged students participating in the technology lending program. |
| | | 3. | Number and percent of eligible economically disadvantaged students who had Internet access installed in their residences as part of the technology lending program. |
| 4. | Performance Measures | 1. | Number and names of courses using digital content on each participating campus. |
| | | 2. | Number and percent of teachers on participating campuses assigning work to students as a result of the technology lending program. |

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Data collection methods and schedule - Data will be collected by four primary methods and CSCISD's formative evaluation processes outlined in the application provide for the identification and correction of problems throughout the duration of the grant project. (2 points)

| Collection Method | Description of Data Collection | Data Collection Schedule |
|-----------------------------|--|---|
| Interviews and Focus Groups | Interviews with Project personnel, students, family, and community members. Purpose is to assess: a) needs of individuals; b) how Project met needs; c) Project strengths and weaknesses; d) Project benefits; e) changes needed to better meet identified needs | Beginning, middle, and end of Project Activities. Completed 4 times per year. |
| Observation | Evaluators observe site activities using standard observational protocols. | 8 times per year at each site |
| Surveys | Surveys based upon information required for Annual Performance report Indicators. Survey will follow up on issues from interviews and focus groups. | Surveys done 4 times per year per site. |
| Extant & Project Data | School and Project attendance, school. | Data collected monthly or as it is available. |

The evaluation design includes processes for collecting data, including program-level data and student-level academic data (such as achievement results and attendance data). (3 points)

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Schedule #16—Responses to Statutory RequirementsCounty-district number or vendor ID: **064-903**

Amendment # (for amendments only):

Statutory Requirement 1: Applicant must describe how it will use funds to implement or enhance a technology lending program to loan students the equipment necessary to access and use electronic instructional materials. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

CSCISD's Technology Lending Program Grant (TLPG) funds will be used to design and implement a new Technology Lending Program which will also include our current program consisting of iPads both with and without Internet access. Through these new devices students will be able to access and use electronic instructional materials at school or at home on a 24/7 basis.

Funding will be used as follows:

Equitable Access for All Students

The goal our program is to ensure that all students, including economically disadvantaged students and students with disabilities, have dedicated access to a personal technology device. The district will leverage existing personal technology devices and ensure every student participating in the grant program has dedicated access through the lending grant program. The district will develop a systematic process for students to check out and check in the equipment that ensures equity among participating CSCISD students. CSCISD teachers and the Project Director will coordinate the sharing and use of lending equipment through new or updated procedures. The district will develop and implement a *Technology Lending Agreement* that will be provided to students and parents who check out devices. The district will using grant funding for the following:

Purchase technology devices that best provide equitable access to digital content for students, including but not limited to laptops, tablets, and other personal devices. Technology device purchase may include the operating system, productivity software (i.e., applications dedicated to word processing, spreadsheets, etc.), and a carrying/storage case. The district will purchase 200 iPad Mini's and hotspots for home use for a total cost of \$60,800. The district feels that *the costs reflected in the budget are appropriate for the results expected. (7 points) and the budget which includes materials only, per grant instructions, adequately supports the activities outlined in the grant proposal. (10 points)*

Maintenance and Insurance of equipment purchased with grant funds. Funds will be used to prepay up to two additional years of maintenance or extended warranty with grant funds. The multi-year maintenance agreement must be payable upon receipt of a single invoice received during the grant period. Insurance costs for our program is \$19,800.

Residential Internet access, for students, particularly economically disadvantaged students, who check out equipment as part of the technology lending program will be provided with devices with Wi-Fi capability that can be used in the student's residence. The district will develop and implement a *Technology Lending Agreement* that will be provided to students and parents who check out devices. The district has budget \$16,800 for Internet access over the 2 year period of the grant.

Through the Technology Lending Program students will have the resources to access and use CSCISD's electronic instructional materials.

Professional Development for Teachers in the Use of Digital Content - Professional development for teachers in the use of digital content has already been provided prior to applying for this grant. Any professional development that is provided during the first three months of the grant period will be provided with non-grant funds. Professional development is not an allowable cost for CSCISD's TLPG grant program.

CSCISD assures that funds provided under the Instructional Materials Allotment (IMA) or other funding sources are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.

The district's proposed TLPG program is appropriate to and will successfully address the needs of the target population. (8 points)

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Schedule #16—Responses to Statutory RequirementsCounty-district number or vendor ID: **064-903**

Amendment # (for amendments only):

Statutory Requirement 2: If the applicant has already purchased, or is also purchasing, lending equipment through other funding sources such as the Instructional Materials Allotment, the applicant must describe how equipment from all funding sources will be used in a cohesive manner to support efforts to ensure students have dedicated access to a technology device. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district's Migrant Program, Bilingual and Special Education Department currently lend laptops, iPads, and other tablets to identified students. The initiative allows students to check out the technology for the school year. Parents and students first attend a meeting that includes training, responsible use guidelines, and signing a contract. The purposes of the programs to put technology in households that historically have limited access, or to provide a tool for identified accommodation needs, or to provide applications for practice in English Language Development, reading, and math.

Migrant Funds, Special Education Funds, and Bilingual Funds are used for the programs listed above and provide equipment to the identified students in each group (Special Education as determined by ARD committee.) Funding sources being considered to include student access of students not identified as stated above and for this particular program include Title 1 Funds, EMAT (Texas' online process for instructional materials), State Technology Allotment, and local funds.

CSCISD has used funding from sources listed above during the past few years to provide classroom equipment: Smart Boards, Laptops, desktop computers, and projectors in each classroom for student use. Additionally, the school has two sets of laptop "Computers on Wheels" stations. The district also uses local funds for the "refresh cycle" which is put into place to provide continuous updating of technology equipment. The cycle has a 4-year rotation and goes through the entire district.

Carrizo Springs CISD is not currently purchasing equipment or devices for a lending program. CSCISD assures that funds provided under the Instructional **Materials Allotment (IMA)** or other funding sources are **insufficient** to purchase enough lending technology for every student who needs dedicated access to a device.

If funded through this grant program, the district will ensure that students in grades 4 through 6 will have dedicated access to a technology device on an as needed basis.

If future funding becomes available the district will use those resources in a cohesive manner to support efforts to ensure students have dedicated access to a technology device.

All of the district's expenditures and activities are supplemental to and do not supplant or duplicate services currently provided. (3 points)

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Schedule #17—Responses to TEA Program RequirementsCounty-district number or vendor ID: **064-903**

Amendment # (for amendments only):

TEA Program Requirement 1: Applicant must describe how the lending program aligns with existing mission and goals of the public school district or open-enrollment charter school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

CTE Mission Statement:

The mission of the CSCISD Career and Technical Education program is to develop and implement a comprehensive and challenging educational curriculum enhanced with practical experiences designed to empower students with academic and technical skills needed to be successful in the global workforce and/or in post-secondary education.

A technology lending program is directly linked to the district mission and the following Superintendent's goals which state:

- Goal 1 – CSCISD will introduce curricular programs to include oral language development, reading, writing, and math to build a strong academic foundation for all students.
- Goal 3 – CSCISD will provide an environment where every student is engaged every day and attendance and participation are encouraged.

CSCISD Mission: CSCISD will provide every child superior quality education in a safe environment with staff that is empathetic, compassionate and desire to take on the extra steps to inspire students to reach their goals.

CSI staff is excited to move forward with a one-to-one technology lending program for our students. We can already imagine the benefits of our students, children from Carrizo Springs, Texas – engaged in learning in a 21st Century Digital environment. What an accomplishment for our community! Research shows that technology increases engagement of students in their own learning. When students are engaged, the quality of their education increases and all students build a strong academic foundation. Students will not only be engaged in the classroom. A summer technology camp is planned for about 80 students. This camp will be used to introduce students to project-based learning using technology, and also serve as a model for teachers to provide that type of a learning environment. Some of our teachers already have some experience with a technology rich, project-based learning environment. This small group of CSI teachers put on a summer program called Systems Academy for Young Scientists (SAYS). The SAYS program is technology rich summer camp that CSI teachers have put on for over 5 years. The teachers who are involved in this program are some of the same staff who will be part of the technology lending program. While some of our teachers have the experience to run a successful program, we want to expand the opportunity to every student and every teacher at CSI.

Providing a one-to-one technology lending program for CSI can only promote the strong foundation needed for each child to leave our district with a superior quality education. CSI has the staff with the desire to promote and incorporate technology in order to increase student engagement and inspire students to reach their goals.

The lending program will also align with the District Improvement Plan, Campus Improvement Plans, and our Technology Plan.

The district's grant *program activities relate directly to the program goals, local objectives, and strategies, as well as to the program description and project requirements.* (4 points)

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Schedule #17—Responses to TEA Program RequirementsCounty-district number or vendor ID: **064-903**

Amendment # (for amendments only):

TEA Program Requirement 2: Applicant must describe how it will prioritize campuses with the highest need for a technology lending program. Applicant must also describe how it will ensure access to lending equipment and residential access to the Internet among students who have the greatest need. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

CSCISD administration reviewed the latest data on each of our campuses and through that review, based on teacher input, student tests scores, and other relevant data, determined to provide technology devices for all 4 - 6 grade students at 1 campus. The district determined that these students are the "most in-need" students in our District at this point in time.

Carrizo Spring Intermediate School

The district fees that this is a win-win situation: the students win as they engage in a 21st Century Digital learning environment and the district wins by providing a superior education for students in the midst of needed space changes.

Explanation of Priority Need for CS Intermediate School: The board approved for 6th grade to be moved from a Junior High setting to the Intermediate School. The addition of one more grade level to the existing building requires the district to place students in five portable buildings, to be added as an extra "wing" of the school. To support the increased need of resources and storage for 175 more students and at least 9 more teachers, a one-to-one technology implementation is required. Initially, we felt this program could solve building and storage issues. However, as we continue to research the benefits of students engaged in a technology rich learning environment, we see this as a need to provide a superior quality education, regardless of building and storage needs.

The Carrizo Springs CISD (CSCISD) **Technology Lending Program Grant (TLPG)** will focus on **all of our 4th – 6th grade students** (approximately **523 students**) at Carrizo Spring Intermediate School. Carrizo Springs CISD consists of **six (6) campuses** – 1 high school, 1 junior high school, 1 intermediate school and 3 elementary campuses with **2,439 students** and **1,824 of these students or 74.8%** are classified as **"economically disadvantaged"** and **1,477 or 60.6%** are classified as **"at-risk"**. We feel that the design of our proposed project includes processes and activities that are of sufficient quality and scope to ensure **equitable access and participation** among all eligible participants while maximizing the utilization of equipment and resources.

Campus/Grade Level Most In Need – Carrizo Spring Intermediate School – Grades 4th – 6th.

Carrizo Springs Intermediate School has an economically disadvantaged rate of **74.8%**

Using TLPG grant funds, the district will provide access to students in grades 4th – 6th to implement a technology lending program to loan students the equipment necessary to access and use electronic instructional materials. This will allow students to have access to relevant technologies, tools, resources, and services for personalized learning 24 hours a day, 7 days a week (24/7).

The TLPG grant funded devices will have home access to the Internet, students with the greatest need including those who are economically disadvantaged and special education students will be served first.

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Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **064-903**

Amendment # (for amendments only):

TEA Program Requirement 3: Applicant must describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Current curriculum, instruction and classroom management practices in technology usage are limited to available resources. Computer labs are used for Response to Intervention (RTI) programs in reading and math. Each classroom is equipped with 4-5 computers, which are used for student research projects, RTI and student testing over library books. CSI is also equipped with two sets of Computers on Wheels, laptops for the classrooms, which can be checked out. Science teachers use the laptops for Science Fair projects / research. CSI also holds an annual Science Technology Engineering and Mathematics (STEM) summer camp called SAYS program. The teachers lead the students through project based learning activities such as developing computer programs to make LEGOTM robots complete a task (pick up a ball and move to a different location to place on a designated space) and to move remote controlled helicopters through a mapped course. These teachers would like to move this type of instruction into the regular classroom, so the 5th grade team of teachers has committed to the one-to-one technology initiative to include all subject areas. Currently, new math and science textbooks are being ordered as an online resource. Students also communicate their learning in some classrooms through the use of "clickers" which promote student enthusiasm to provide their answers (anonymous to the class, but can see immediate feedback.)

All activities and programs in our district are aligned to our District Improvement Plan, Campus Improvement Plans, and our Technology Plan as well as to our district and campus budgets.

The technology lending program will align with current curriculum, instruction and classroom management policies through the above documents. As we move towards online curriculum all of the above documents will be updated to include curriculum, instruction and classroom management updated policies and procedures.

The district's *strategies and activities are of sufficient quality and depth to ensure accomplishment of the goals and objectives of the program according to the relevant statute. (5 points)*

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Amendment # (for amendments only):

TEA Program Requirement 4: Applicant must describe how it is using electronic instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Carrizo Springs CISD is currently using electronic instructional materials in all foundation curriculum subject areas for one or more grade levels.

We use electronic instructional materials in all foundation areas across all grade levels daily when we have students that have to work on credit recovery.

Fourth and fifth Science classes use STEMscopes curriculum as a major resource. The description below is copied from the resource: <http://stemscopes.com>.

STEMscopes™ is a K-12 comprehensive online science curriculum program that provides hands-on inquiry activities, assessments, problem-based-learning, intervention tools, acceleration materials, and teacher support resources. Our program is 100% aligned to the Texas Essential Knowledge and Skills (TEKS) and meets the rigor and depth of both the State of Texas Assessment of Academic Readiness (STAAR™) and high school End-of-Course (EOC) assessments.

New math and science textbooks are being ordered as an online resource, instead of traditional printed books. The district subscribes to "Think through Math" and "I-station" as math and reading resources for individual instructional practice, and to provide Tier 1, 2, and 3 interventions / instruction.

Our credit recovery program for high school students is PLATO. Some online programs used for our elementary school are, IStation, Tumblebooks, StarFall, Education Galaxy, SuperStar and Apple TV.

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Amendment # (for amendments only):

TEA Program Requirement 5: Applicant must describe professional development for teachers in the use of electronic instructional material that has already occurred or will occur within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation. Note: Any professional development that is provided within the grant period must be provided with non-grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

District administration is working the ESC 20 to ensure that this program is successfully implement. Planned professional development activities include:

1) On May 27-29 with ESC 20 experts, teachers will build a solid foundation using the iPad as an instructional tool. Includes training and classroom observations.

2) The boot camp is confirmed for August 4th-7th. Between the initial iPad intro session and the bootcamp, teachers will have some small tasks to complete and submit. This will ensure they will practice the skills as if they were the students and keep the information fresh.

The tentative agenda for the boot camp is:

- a. Day 1: Digital Citizenship, graphic organizers and writing
- b. Day 2: Presentations, Discovery Education on the iPad & student Board Builder
- c. Day 3: Screen/casting/ video creation and workflow (i.e., Google Drive; Edmodo), flipped classroom
- d. Day 4: Lesson Planning with the iPad

3) Summer Camps for Students – Two camps on June 30-July 3 for grades 4 and 5. ESC 20 experts will facilitate the camps. Facilitators will also model, for teacher, the use of technology as the major resource for instruction in the classroom. We can accommodate up to 18-20 students in each AM session and PM session - total of 80 students.

As far as topics for the summer camp, the choices are: - Battles of Texas, Natural Disasters, Space Exploration, Sources of Energy

4) iPads for School Leaders – June 11 at ESC 20 (CSI administration) Workshop description: Campus and curriculum leaders will learn the critical components for a successful iPad implementation. This session will not focus on infrastructure needs but on envisioning possibilities, setting expectations, encouraging collaboration and sharing, implementing best instructional practices, and being a role model. Tentative agenda: iPad interface, productivity features and advanced techniques; Teaching and Learning with the iPad; Identifying and Evaluating apps; How the iPad can support school leaders' work; What to look for when you conduct classroom observations.

Pre-requisites: Knowledge of basic iPad operations. Bring your iPad2, iPad Mini or iPad Air.

TEA Program Requirement 6: Applicant must describe how infrastructure is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district's infrastructure that will support students' use of the devices, when used on campus, provided through the grant is the following:

- 6 campuses with a network operations center (NOC) at the hub
- 95% wireless 4G coverage throughout the district
- 10/100 speed to the desktops
- Gigabyte backbone to all network switches
- Network file servers
- Email access for staff and students

The district also has a Technology Director and several technicians who will provide technical support as needed.

The design of our proposed program reflects up-to-date knowledge from scientifically based research and effective practice. (4 points)

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Amendment # (for amendments only):

TEA Program Requirement 7: Applicant must describe a plan for providing Internet access to the homes of students as needed. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district will purchase iPad Mini's, some with internet service provided through the grant using hotspots and the district's wireless network. We will provide training and instruction as to how to use the Internet feature from participating students' homes. Equipment will be offered to our economically disadvantaged and special education students first.

There will be a lending program policy and procedure that will be in place for training, eligibility requirements, etc.

For sustainability purposes after the grand funding ends, the district will use ERate funds to sustain the Internet costs.

TEA Program Requirement 8: Applicant must describe how technical support is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district technology department has several technicians, who rotate through the district campuses to provide ongoing technical support. In order to better support this lending program, several staff members will be trained to provide aide for routine needs, such as downloading apps, importing student lists into software programs, communicating to parents of assessable programs for home use.

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Amendment # (for amendments only):

TEA Program Requirement 9: Applicant must describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will be in charge of the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

CSCISD teachers and administrators will develop a procedure for checking in and out devices. The activities will need to be coordinated as to when each student will need to check out devices. Therefore content area teachers will need to work together to plan activities and coursework on a regular basis during staff meetings.

The district's Technology Director will coordinate the TLGP program for staff, students, and parents. The Technology Director will also develop a *Technology Lending Agreement* that will be provided to students and parents who check out devices. The Technology Director will also update the district's Technology Plan to include the TLGP program.

Campus staff will contact the Technology Director in order to arrange for students to check equipment in and out. That specific process will be determined by the Technology Director.

Students and parents will be required to attend training for the lending program prior to checking out equipment.

Students will be required to demonstrate grade level mastery of the Digital Citizenship strand of the Technology Applications TEKS prior to checking out equipment.

Parents, students and staff members will be required to sign the technology lending agreement prior to the release of equipment to students and/or parents.

Teachers and staff will be responsible for student assignments.

The district has a mobile device management system to track equipment.

When students and/or parents return devices, there will also be a sign-in form that indicates that the equipment was returned to the lending program inventory.

The district's *strategies and activities are of sufficient quality and depth to ensure accomplishment of the goals and objectives of the program according to the relevant statute. (5 points)*

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Amendment # (for amendments only):

TEA Program Requirement 10: Applicant must describe how it will account for the technology lending equipment according to local policy, including providing insurance if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

CSCISD will purchase all required insurance and warranty required on the equipment for the technology lending equipment according to local policy. The district will also configure a tracking system to locate individual devices.

TEA Program Requirement 11: Applicants must describe the development and implementation of a *Technology Lending Agreement* to be signed by parents or guardians of the students and by the student. The agreement must address responsible use and care of the equipment, responsible use of the district's digital resources, and responsible use of the Internet. The agreement may incorporate an existing *Responsible Use Policy* by reference. The Technology Lending Agreement must verify that students receiving Internet access at home have a demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills (TEKS). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district will develop a *Technology Lending Agreement* that will be mandatory. The document will incorporate our existing Responsible Used Policy and responsible use of the Internet requirements. The agreement will require student, parent and staff signatures at both the sign out and sign in phase.

The agreement will address responsible use and care of the equipment, responsible use of the district's digital resources, and responsible use of the Internet. The agreement will incorporate the district's existing *Responsible Use Policy* by reference. The Technology Lending Agreement will verify that students receiving Internet access at home have a demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills (TEKS).

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